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Fall 2018

# HUM 101-039: Writing, Speaking, Thinking I

Debjani Banerjee

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# Syllabus HUM 101-39

**Instructor:** Debjani Banerjee

**Email:** banerjee@njit.edu

**Office:** Cullimore Hall, Room 435

**Office hours:** Fri: 10 -11 am (with appointment)

**Phone:** 201 889 9420 (messages only)

## Course Description

HUM 101 is an introduction to college-level writing. In this course, students are introduced to *writing's rhetorical dimensions*; they are asked to consider the *purpose, audience, occasion, and genre* that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. Writing and reading go hand-in-hand, so students are asked to read challenging articles, essays, and prose, and to consider paintings, films, or other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for students' own arguments and analyses.

## Prerequisites

Permission of the Humanities Department is required. Entrance is determined by placement score or completion of HUM 099 with a grade of C or better.

## Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

## Required Texts

This course uses an OAT (Open Affordable Textbook).

About OpenTextbook:

An “**open**” textbook means that its authors have made it free to own, share, and adapt for non-commercial purposes. Instead of having to buy it, you can just read it online, download it to an electronic device (like a computer or e-reader), or print out some or all of it. The book for this course is [Writer's Handbook](#).

Here is a link to it:

[saylor.org.github.io/text\\_handbook-for-writers/s05-03-slowng-down-your-thinking.html](https://saylor.org.github.io/text_handbook-for-writers/s05-03-slowng-down-your-thinking.html)

REQUIRED AND/OR SUPPLEMENTAL READING MATERIALS

- There is no traditional textbook for this course. All course materials (readings, videos, podcasts, images, etc.) will be available via web link or by download from the course Moodle page.

## Assignments & Assessment

Your grade breakdown is as follows:

Attendance /Participation/Homework	30%
Essay 1	20%
Essay 2	20%
Essay 3	20%
Oral Presentation	10%

Individual and group work will be evaluated according to the university's grading scale.

A = 100-90	B+ = 89-87	B = 86-80	C+ = 79-77	C = 76-70	D = 69-60	F = 59-0
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## Attendance

Attendance is critical to your success in this class. Participation in in-class activities, discussions is similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss up to one week of class without penalty. Every subsequent unexcused absence will result in the deduction of participation points. Students who expect to miss class for religious observances must submit to me a written list. More than six unexcused absences (three weeks of the course) can result in the automatic failure of the course.

**Please contact your classmates for missed work.**

## Assignment Submission

All assignments must be submitted in typed hard copy AND through Moodle. *I will not accept emailed work.* Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets.

Assignments are due at the beginning of class. Late class work and homework will only be accepted if your absence is excused.

## Late Work

Late work will not be accepted (except in the case of an excused absence). Should you know in advance that you have having trouble completing an assignment, please see me.

## Technology

If you need to get a hold of me email is my preferred method. I will respond to your emails within 24 hours. Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender's name.

Cell phones should not be used during class unless needed for a specific activity. Please set them to silent as a courtesy to your classmates and instructor.

Laptops should only be open when we are drafting. For discussions and presentations, they should remain closed.

### **NJIT University Code on Academic Integrity**

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified.

The full text of the NJIT University Code on Academic Integrity can be found at [www.njit.edu/education/pdf/academic-integrity-code-pdf](http://www.njit.edu/education/pdf/academic-integrity-code-pdf).

### **Special Needs**

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

### **The Writing Center**

For this course, visiting the Writing Center is mandatory. The Writing Center (G17 Central King Building) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit <http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

For this class, one session at the Writing Center is mandatory for the semester. You are of course encouraged to go more than once particularly when you have got a revised draft back from me and need to write the final paper.

### **Syllabus Schedule (this is flexible)**

<b>Week and day</b>	<b>Topic</b>	<b>Reading</b>	<b>Activity</b>
Week 1 Sep 5, 7	What is academic writing?  In class diagnostic essay	“Meeting the Demands of Academic writing”  Chapter 11	Class discussion of syllabus and expectations of the course
Week 2 Sep 12, 14	Rhetorical situations	Chapters 1 and 2	Group discussion

		<p>“Recognizing the Rhetorical Situation” (WH 4)</p> <p>Reading rhetorically (Handout/upload) EA 3</p>	Model rhetorical situations and ask class to identify them
<p>Week 3</p> <p>Sep 19, 21</p>	Narrative Essay assignment	<p>Purpose of a narrative: Sherman Alexie</p> <p>David Foster Wallace</p>	<p>In class activities to work with language</p> <p>Brainstorming and working on topics</p>
<p>Week 4</p> <p>Sep 26, 28</p>	<p>Writing the narrative, finding the significance of the narrative</p> <p>Drafting: Chapter 6</p> <p>Thesis, introduction, topic sentences</p>	<p>Chapter 6 OATS</p> <p>Lynda Barry: “The sanctuary of school”</p> <p>Comments on first draft</p>	<p>Draft 1 due:</p> <p>Peer review. Hand out peer review questions</p>
<p>Week 5</p> <p>Oct 3, 5</p>	Rhetorical Analysis	<p>“Hidden Intellectualism” Gerald Graf</p> <p>Chapter 4: Rhetoric and Argumentation and other sections</p>	<b>Narrative final due</b>
<p>Week 6</p> <p>Oct 10, 12</p>	Rhetorical Analysis	<p>Elements of analysis (Handouts)</p> <p>Analysing speeches in class</p> <p>Writing Analytically</p>	<p>Working out topics for analysis essay</p> <p>Outlining the topics for rhetorical analysis essay</p>
<p>Week 7</p> <p>Oct 17, 19</p>	Rhetorical analysis	Analysis readings hand outs	Drafting and peer review

<p>Week 8</p> <p>Oct 24, 26</p>	<p>Presentation as communication</p>	<p>Hand outs on presentations</p>	<p>Rhetorical analysis: first draft due</p> <p>Short in class presentations</p>
<p>Week 9</p> <p>Nov 7, 9</p>	<p>Writing a Formal Analysis paper</p>	<p>Chapter 8: Revising (WH)</p> <p>Citations MLA and APA</p> <p>Conferences</p>	<p>Rhetorical analysis: peer review</p>
<p>Week 10</p> <p>Nov 14, 16</p>	<p>Discourse Communities</p>	<p>Readings: John Swales</p> <p>What is a discourse community?</p>	<p>Final paper of Analysis due</p> <p>Preparing for interviews</p> <p>Discussion of Swales</p>
<p>Week 11</p> <p>Nov 21</p>	<p>Grammar</p>	<p>Chapters 15-20</p>	<p>Working on questionnaires and assimilating responses</p>
<p>Week 12</p> <p>Nov 28, 30</p>	<p>Discourse communities</p> <p>Interviews: (collecting and analyzing data)</p>	<p>Readings: Brannick's essay on discourse community.</p>	<p>First draft of discourse community assignment due</p>
<p>Week 13</p> <p>Dec 5, 7</p>	<p>Discourse communities</p>	<p>Drafting Chapter 6</p> <p>Revision</p>	<p>Peer review workshop</p>
<p>Week 14</p> <p>Dec 12, 14</p>	<p>Final presentations</p>	<p>Chapter 10</p>	<p>Final paper due</p> <p>Presentations in class</p>


Throughout the semester:

- Informal in and out of class writings or responses to readings
- Multiple drafts of major writing assignments
- Peer reviews
- Research roadmaps and/or outlines